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ABSTRACT

A 1-year project was conducted to develop an awareness of the tech prep model of articulation wherein high school students prepare for technical careers through a 2 + 2 or 2 + 4 program of high school and advanced enrollment in technical or community colleges. During the program, the following was accomplished: (1) administrative support was secured for tech prep at both the secondary and postsecondary levels; (2) key business leaders who were interested in the program were involved; (3) a student attraction team was formed and helped to draft a comprehensive marketing program for tech prep; (4) a committee of experts was convened to help identify the essential elements of a tech prep program for the region; (5) a tech prep overview was given to area teachers likely to be involved with the program; and (6) schedules for developing tech prep curricula in various subject fields were prepared. (The report includes lists of paid participants and their roles on various committees, lists of unpaid participants and their affiliations, a discussion of problems in the project, publicity materials, minutes of the meetings of the student attraction team, an inservice staff development plan, and an equity/access student attraction plan.) (KC)

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Technical Education

Vocational Education
Program Improvement
Section

June 1991

ED347350

Joliet Junior College/Three Rivers Education for Employment System

TECH-PREP: DOING WITH UNDERSTANDING

FUNDING AGREEMENT NUMBER: ~~JMAA150~~
OLAA61C

Carl D. Perkins

Vocational Education Act

Funding Amount: ~~$80,075~~
$46,075

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FINAL REPORT ABSTRACT

Official Project Title: Tech-Prep: Doing With Understanding

Department of Adult, Vocational and Technical Education Funding Agreement Number:

Project Director: J. D. Ross

Funded Agency: Joliet Junior College

Location of Funded Agency: 1216 Houbolt Avenue, Joliet, IL 60436

Time Period Covered: July 1, 1990, to June 30, 1991

Goal(s) of the Project and its Relevancy to Vocational Education:

1. By September 30, 1990, develop a comprehensive information/orientation program to inform business, industry, and education about Tech-Prep.
2. By October 30, 1990, formalize a Tech-Prep Council.
3. By November 30, 1990, an Equity/Access Committee will develop a two-year plan to address student recruitment, special needs and handicapped services, female and minority enrollments.
4. By January 30, 1991, develop a comprehensive two-year inservice program.
5. By March 30, 1991, develop a three-year implementation plan for implementing Tech-Prep Programs in addition to the four developed the first year.
6. By April 30, 1991, develop a multi-level Tech-Prep Certification process.
7. By May 30, 1991, develop Tech-Prep Program sequences in CAD, Transportation, Horticulture, and Agriculture Business.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL AND TECHNICAL EDUCATION:

*A Tech-Prep certification process including both Higher Order Employability Competencies and State-of-the-Art Technical Performance Requirements
*An operational Tech-Prep Council structure for developing Tech-Prep Programs
*Four Tech-Prep Programs: CAD, Transportation, Horticulture, Ag-Business

Major Accomplishments of the Project: This section should include information about participants served, numbers served, needs met, avenues of cooperation established, pre- and post-assessment data, recognition or awards received, services provided, other outcomes, and coordination with other projects.

1. Gained administrative support for Tech-Prep at both the secondary and post-secondary level.
2. Identified key business leaders who demonstrated an interest in Tech-Prep and a willingness to be involved.
3. Formed a Student Attraction Team which helped to draft a comprehensive marketing program for Tech-Prep.
4. Meet with a Blue Ribbon Committee of experts which helped to identify the essential elements of Tech-Prep for the TREES region.
5. Met with and gave a Tech-Prep overview to teachers involved with the Tri-County Education Service Center teacher cadres.

Products Delivered: (Indicate titles, types, quantity, recipients, and date of delivery)

NONE

MAJOR ACCOMPLISHMENT AND SIGNIFICANT FINDINGS OF THE PROJECT

Activities and Accomplishments

Objective 1

By September 30, 1990, develop a comprehensive information/orientation program for college and secondary school administrators, business and industry personnel, guidance personnel, vocational and academic teachers to acquaint them with the mission of Tech-Prep Programs and the Three Rivers Tech-Prep: Doing with Understanding Initiative.

An orientation/information program was developed in the form of an oral presentation. This presentation, generally given by J. D. Ross, Acting Project Director, Don Kaufman, Director of the Grundy Area Vocation Center, and Larry Larson, Director of Vocational Adult Education for the Valley View School District. Materials developed by ISBE and given to all Tech-Prep directors were supplemented by local materials and excerpts from the book titled The Neglected Majority by Dr. Dale Parnell. These overviews were given to the Tri-County Education Service Center Teacher Cadre chairs, a meeting of superintendents, principals, college administrators, and members of the Three Rivers Corridor Partnership for Excellence in Education, which is a partnership of business people and educators who have come together to improve the quality of education in this area.

Objective 2

By October 30, 1990, formalize a Tech-Prep Council as a permanent component of the TREES organizational structure. Its purpose will facilitate meetings of vocational, math, science, and communications teachers, school curriculum directors, school administrators, business and industry representatives to implement Tech-Prep Programs at the high school and community college (grades 9-14) levels.

The Tech-Prep Council was not formed during this year. The steering committee of vocational administrators responsible for Tech-Prep were concerned that we did not have enough things of substance for the Tech-Prep Council to do. Later, the project fell behind schedule due to the lack of a Project Director and the Council was not formed. Such a council will be formed during the 1991-92 year.

Objective 3

By November 30, 1990, an Equity/Access Committee comprised of members from education, business, and industry, will develop a two-year plan to address the Tech-Prep issues of student recruitment, special needs and handicapped services, and female and minority enrollments.

An Equity/Access Committee was formed although it immediately changed its name to Student Attraction Team. This committee was given a Tech-Prep overview and offered the challenge of addressing issues related to marketing

Tech-Prep and the recruitment of Special Populations, minority, and female students. The group made significant contributions to the marketing plan which is in draft form and is poised to continue work in the new grant year as Tech-Prep curricula is developed. (Minutes from those meetings are attached as is the draft marketing plan.)

Objective 4

By January 30, 1991, develop a comprehensive two-year inservice program for community college and secondary administrators, business and industry representatives, guidance personnel, vocational and academic teachers to implement the Tech-Prep curricula program components and certification process.

Dr. Richard Hofstrand, principal consultant from the Benchmark Group, drafted a comprehensive in-service document for the project. He received input from administrators and the Student Attraction Team. The document will be finalized and implemented during the 1991-92 fiscal year. (Draft attached)

Objective 5

By March 30, 1991, develop a three-year implementation schedule delineating which Tech-Prep Programs will be implemented after the first year. (The first year includes: (1) Computer Aided Drafting (CAD), (2) Transportation, (3) Horticulture, and (4) Agriculture Business.

The three-year schedule developed is as follows:

1991-1992:

1. Agriculture Business
2. Horticulture
3. CAD/Drafting
4. Office Careers

1992-1993:

1. Transportation
2. Food Service

1993-1994:

1. Electronics
2. Manufacturing Technologies
3. Health Occupations/Nursing

Objective 6

By April 30, 1991, develop a multi-level Tech-Prep certification process that is a permanent component of the program development and management process for the TREES which certifies levels of matriculation and program completion for Tech-Prep Programs.

The multi-level certification process has not been developed. This process was originally to be developed by the Tech-Prep Council which was not formed. This objective has been carried over to the 1991-1992 fiscal year because it is viewed as a critical component of Tech-Prep for this region. Multi-level certification will speak to the issues of worker competence at world class standards, a multiplicity of program exit points and, hopefully, a differentiated wage schedule for students who complete a Tech-Prep program.

Objective 7

By May 30, 1991, develop FOUR Tech-Prep Program sequences in the occupational clusters of: (1) Computer Aided Drafting, (2) Transportation, (3) Horticulture, and (4) Agriculture Business.

No program sequences were developed for the 1990-1991 year as the project was severely behind schedule. Sequences have been revised for the 1991-1992 academic year as well as the two subsequent years.

Major Project Product

Product(s) Abstract(s) done in informal form as of the completion of the grant year.

NONE

EVALUATION AND IMPACT

The impact of thie project was limited by the failure to complete all objectives. The most positive aspect of what was accomplished relates to gaining administrative support. This area is one in which worked exceptionally hard, with the full cooperation of secondary and post-secondary personnel. Other forms of evaluation were limited due to the limited scope of project activities for the year.

It should be noted that Tech-Prep overviews were probably given to in excess of 250 people in the TREES region. The region seems poised for progress and that is the goal for 1992-92.

RESOURCE LISTING

Material Resources

The Neglected Majority, by Dale Parnell, The Community College Press (purchased by the college using local dollars)

Human Resources

See lists on following pages

TECH PREP PAID PARTICIPANTS

Student Attraction Team

Name	Organization
Laura Egner, Counselor	Joliet Junior College Special Needs
Gena Meyers, Instructor	
Lynn Pius, Instructor	Joliet Township High School, Central Campus
Lee Shaw, Department Chair	Joliet Township High School, West Campus
Sandra Smith, Counselor	Coal City High School
Tom Mack, Counselor	Joliet Junior College
Ann Brandon, Instructor	
Jacqueline Terrell, Instructor	Joliet Township High School Central Campus
John Cepela, Vocational Director	Plainfield High School
Jeanne Legan, Coordinator	Joliet Junior College Special Needs

NOTE: The individuals contributed ideas on marketing Tech-Prep, recruiting students, selling parents on the concepts basic to Tech-Prep, and selling Tech-Prep to other staff. The Student Attraction Team will be an on-going and important part of TREES/JJC Tech-Prep.

TECH PREP PAID PARTICIPANTS

Cadre Committee

Name	Organization
Nancy Skwarczynski	Tri-County ESR Teacher Cadre Member
Sue Smith	Tri-County ESR Teacher Cadre Member
William Stefek	Tri-County ESR Teacher Cadre Member
Harold Vickery	Tri-County ESR Teacher Cadre Member
Doug Whisker	Tri-County ESR Teacher Cadre Member
Ann Bates	Tri-County ESR Teacher Cadre Member
Wayne M. Carroll	Tri-County ESR Teacher Cadre Member
William Colgan	Tri-County ESR Teacher Cadre Member
Julienne Coulter	Tri-County ESR Teacher Cadre Member
Nancy Dyke	Tri-County ESR Teacher Cadre Member
Marge Gallagher	Tri-County ESR Teacher Cadre Member
Marilyn C. Grabosky	Tri-County ESR Teacher Cadre Member
Bob Kleck	Tri-County ESR Teacher Cadre Member

Karen Lauterbach	Tri-County ESR Teacher Cadre Member
Sally Neese	Tri-County ESR Teacher Cadre Member
Fred Schouten	Tri-County ESR Teacher Cadre Member
Wilbur Miner	Joliet Junior College
James Shinn	Joliet Junior College

NOTE: These individuals shared information about how Tech-Prep relates to work they are doing in the elementary/secondary schools with the Education Service Center. The Tech-Prep project will have an on-going relationship with the CADRE committee as Tech-Prep moves in implementation.

TECH PREP PAID PARTICIPANTS

Blue Ribbon Committee

James R. Galloway	Illinois State Board of Education
Dr. Richard Hofstrand	BENCHMARK Group
Beth Colombo	Top Soil Testing Service Co.
Dr. Tom Boldrey, Consultant	Vocational Education Southern Illinois University

NOTE: The above served as consulting participants and presented information which was used in the development of the vision of what Tech Prep should be for the JJC/TREES region.

TECH PREP UNPAID PARTICIPANTS
(Superintendents, Principals,
Three Rivers Corridor Partnership for
Excellence in Education)

Name	Organization
Jerry Arthur, Superintendent	Coal City District 1
Ruth Calvert Fitzgerald, President and CEO	Joliet/Will County Center for Economic Development
John Cepela, Vocational Director	Plainfield High School
Dr. Roger Claar, Director	Wilco Area Career Center
James Clark, Principal	Lockport Township High School, Central Campus
Matthew Connor, Vocational Director	Lemont Township High School
Richard Dittle, Principal	Lockport Township High School, Central Campus
Jewelann Fitzpatrick, Vocational Director	Reed-Custer High School Braidwood IL
Alan Fox, Principal/ Vocational Director	Wilmington High School
Charles Frieders, Director	Three Rivers Education for Employment System
Raymond Gornik, Superintendent	Will County Education Service Region
Dr. James Maloney, Assistant Principal	Joliet Township High School, Central Campus
Bob Jones,	Joliet Township High School, Central Campus
Dr. Harry Hayes, Superintendent	Valley View School District, 365U

Unpaid Participants
Supt., Prin., 3 Rivers

Dr. Donald Hendricks, Superintendent	Reed-Custer Schools, 255U
Dr. Craig Hiatt, Principal	Minooka High School
Richard Hofstrand,	BENCHMARK Group
Dr. Clarence Hughes, Superintendent	Morris High School
Don Kaufman, Director	Grundy Area Vocational Center Morris IL
John Kilday, Vocational Director	Joliet Township High School, Central Campus
Larry Larson, Vocational Director	Valley View School District
Jerry McGuire, Vocational Director	Lincolnway High School, Central Campus
Dr. Ronald O'Brien, Principal	Joliet township High School, West Campus
Charles Ohl, General Manager	Alumax Products
Dr. Raymond Pietak, President	Joliet Junior College
J. D. Ross, Dean Career and Instructional Services	Joliet Junior College
Dr. Robert Schley, Superintendent	Minooka High School
Mike Skarr, Vice President	Southern Division, Northern Illinois Gas
Dr. Roland Smith, Superintendent	Plainfield High School
Dale Snow, Vocational Director	Lockport Township High School
Bob Stewart, Executive Director	Three Rivers Partnership for Excellence in Education
Mike Throneburg, Vocational Director	Coal City High School

Dr. Donald Weber, Superintendent	Lockport Township High School
Lee Shaw, Vocational Director	Joliet Township High School, West Campus

NOTE: These individuals are key educators and business people whose support was sought through an information/ orientation session and with whom additional Tech-Prep information has been shared during regular meetings.

TECH PREP UNPAID PARTICIPANTS

Blue Ribbon Committee

Name	Organization
Lee Shaw, Vocational Director	Joliet Township High School, West Campus
Jesse Krueger, Vocational Director	Lincolnway High School
Ron Reagan	Commonwealth Edison Production Training Center
Bob Stewart, Executive Director	Three Rivers Corridor Partnership for Excellence in Education
Sue Smith	Tri-County Educational Service Region
Marge Gallagher	Tri-County Educational Service Region
Chuck Frieders, Director	Three Rivers Education for Employment System
Linda Helton, Instructor	Wilco Area Career Center
Don Kaufman, Director	Grundy Area Vocational Center Morris IL
Don Hendricks, Superintendent	Reed-Custer School District

NOTE: The above were observers for a meeting of Blue Ribbon consultants charged with the responsibility of helping to shape Tech Prep in the JJC/TREES region.

Dr. Franzie Loepp, Chairperson	Illinois State University
Dr. Jerry Pepple, Visiting Assistant Professor, DAVTE	University of Illinois
Marilyn Metzler, Tech Prep Manager	Columbus East High School Columbus IN
Jerry O'Hare, Project Administrator	Illinois State Board of Education

NOTE: The above served as consulting participants and presented information which was used in the development of the vision of what Tech Prep should be for the JJC/TREES region.

PROBLEMS

The single biggest problem faced by our Tech-Prep program was the absence of a Project Director. A combination of high expectations and a salary which apparently was low resulted in no suitable candidate being located in spite of three searches.

The net result was that almost every objective in the project was delayed and subsequently moved to the 1991-92 grant year.

Some of the other problems encountered were as follows:

1. We were surprised by how little knowledge seemed to exist among faculty, counselors, and administrators about Tech-Prep. Most know nothing about its inclusion in federal legislation, any of its components, its target audience in terms of students, or its relationship to community colleges.
2. There are some definite fears which must be overcome among faculty and administrators. Among these is the notion that Tech-Prep is simply new educational jargon which will come and go quickly. Other concerns relate to getting post-secondary academic and vocational instructors to work together, secondary, and post-secondary instructors to work together and convincing the business community that education is really trying something new.
3. Our project wrestled with the timing of the creation of our Tech-Prep council and decided to postpone the creation until more content became apparent in terms of the direction of our programs.

CONCLUSIONS AND RECOMMENDATIONS

1. Staff development is critical to the success of Tech-Prep projects. Whatever State staff can do t help build a variety of staff development programs will assist local sites tremendously.
2. Project director's need more upfront training. Statistical information about the changing workplace in terms of employee needs would be beneficial. It could help to sell Tech-Prep to people not quite ready to accept the implications for change.
3. Although our site did not participate in the simulated VIP experience, my discussions with several project directors whose projects did suggest that this is an activity which needs additional support. Pushing for legislative approval of such a bill and the required appropriation to accompany it would be of immense value to Tech-Prep programs.

PUBLICITY

News article published in the JJC Fall Focus (Schedule)

Tech-Prep educates for tomorrow's jobs

America must be technologically smart to answer the challenges it faces leading into the 21st century. That was a major theme of State Representative Larry Wennlund's commencement address to the 1991 graduates of Joliet Junior College.

JJC's Tech-Prep Program is intended to do just that—prepare students for the technology-intensive jobs of today and into the future. Tech-Prep strengthens vocational and technical education through academics and hands-on training.

The Tech-Prep curricula being planned will offer students an opportunity to begin preparing for a variety of careers before they graduate from high school.

Initially, Tech-Prep programs are being developed for students in grades 11 through 14. The ultimate goal is to include junior high grades through the baccalaureate level.

JJC administers the government-funded program in cooperation with the Three Rivers Education for Employment System, which represents 12 school districts and two area career centers in JJC's seven-county district.

"It is you who will bring Illinois and America into the 21st Century as a world leader in technology," State Representative Larry Wennlund told JJC graduates during his commencement speech. "It is you who can make America tech-smart."

"To be prepared for high-tech jobs students need more math and computer skills," says J.D. Ross, JJC dean of career and instructional services. "Tech-Prep does that. It also allows students who have an interest in technical and vocational careers to get an early start on their education towards that dream job."

Tech-Prep targets students in the middle 50 percent of their class academically and who have no immediate plans to pursue a baccalaureate degree. Its curriculum combines rigorous academic and applied instruction with technical and speciality courses.

The program will also establish a multi-level certification process which allows for different exit points from the programs and provides employers with verifiable information about the prospective worker's skills and competencies. And Tech-Prep "graduates" can continue their education up to a bachelor's degree while they work.

MINUTES

TECH-PREP STUDENT ATTRACTION TEAM

The first meeting of the TECH-PREP Student Attraction Team met from 4:00 to 6:00 pm. on Wednesday, January 30, 1991 in Room J-0006 in Joliet Junior College.

Those in attendance included (in alphabetical order):

Ann Brandon
Joliet High School - West Campus

John Cepela, Vocational Director
Plainfield High School

Laura Egner, Special Needs
Joliet Junior College

Don Hendricks, Superintendent
Reed-Custer Community Unit Schools

Richard K. Hofstrand, Project Consultant
Bench Mark Group

Tom Mack, Counselor
Joliet Junior College

Gena Meyers, Counselor
Wilco Area Career Center

Lynn Pius, Special Needs Coordinator
Joliet High School - Central Campus

J. D. Ross, Project Director and Dean
Joliet Junior College

Sandy Smith, Counselor
Coal City High School

Jacquelyn Terrell, Counselor
Joliet High School - Central Campus

To begin the meeting, Supt. Hendricks presented an overview of a "TECH-PREP concept at work" by describing the Principles Of Technology (POT) program at Reed-Custer High School. He discussed the program using a handout (see attached).

Next, Ross and Hofstrand gave an overview of TECH-PREP including its origin, relation to federal legislation, mission and goals, benefit to students, and status within the local project which includes secondary schools within the Three Rivers Education for Employment System (TREES) and Joliet Junior College (JJC).

Following an open discussion with questions and answers, a list was created as to ways and means that students could be attracted to enrolling in TECH-PREP. The ideas were:

* Encourage TECH-PREP students to inform non-TECH-PREP peers of the existence and benefits of the program.

* Focus on the immediate career opportunities available from completing a TECH-PREP program.

* Provide ways for prospective students to observe and participate in TECH-PREP programs.

* Highlight the immediate and long-range salary potential of completing a TECH-PREP program.

* Tie TECH-PREP promotional materials to the existing interests of junior high and high school students.

* Begin orienting prospective TECH-PREP students at the junior high level.

* Provide counselors with frequent updates regarding TECH-PREP programs.

* Inform and involve parents' clubs regarding the existence, benefits, and availability of TECH-PREP.

* Prepare and disseminate a TECH-PREP newsletter(s).

* Provide handout materials that teachers and counselors could give to parents at pupil/parents conferences.

* Prepare and circulate a video tape on the concepts and benefits of TECH-PREP which could be continuously shown at open houses and career information fairs.

* Disseminate TECH-PREP information at technology shows and conferences.

* Conduct tours of JJC which could focus of TECH-PREP.

* Prepare and disseminate TECH-PREP games/information on computer discs which prospective students could access through personal computers.

* Post colorful and attractive TECH-PREP posters.

* Conduct tours of "high tech" employers and industries who would potentially recruit and hire TECH-PREP program completers.

* Provide opportunities for prospective TECH-PREP students to shadow, or be mentored by, "high tech" employees through an adopt-a-TECH-PREP-student program.

A follow-up meeting of the Student Attraction Team was scheduled for 3:30-5:30 pm. on Wednesday, February 13, 1991 in J-0006 (same room) in JJC. Potential agenda items for that meeting include:

> Introduction and orientation of new Team members.
> Questions/answers and open discussion regarding progress of develolpment of TECH-PREP instructional programs.
> Review and expansion of "attraction ideas" begun in the last meeting (shown above).
> Beginning development of a long-range plan for TECH-PREP student attraction.
> Other items as needed.

REED-CUSTER COMMUNITY UNIT SCHOOL DISTRICT 255U

REED-CUSTER HIGH SCHOOL

*PRINCIPLES OF TECHNOLOGY

TARGET GROUP = 50%

RECOMMENDED CLASSES
9TH AND 10TH GRADES

Pre-Algebra (minimum)
Algebra I & II
Geometry
Physical Science
English
(Applied Math)

ILLINOIS PLAN: (Semester classes)
Energy Utilization
Transportation
Communication Tech
Manufacturing

11th and 12th GRADES

Principles of Technology I (Principles of Tech II offered next year)
Electronics (Fundamentals)
WILCO Courses (Auto Tech, Heating/Air, Electronics)
CAD I, CAD II (JJC articulated agreement)

PRINCIPLES OF TECH I
Force/Transformers
Power
Energy
Resistance
Rate
Work
Force

PRINCIPLES OF TECH II
Optical Systems
Radiation
Transducers
Time Constants
Waves/Vibrations
Energy Converters

*Team taught first two years (PT teacher and physics teacher)

MINUTES

TECH-PREP STUDENT ATTRACTION TEAM

The second meeting of the TECH-PREP Student Attraction Team was held from 3:30 to 5:30 pm. on Wednesday, February 13, 1991 at Joliet Junior College.

Those in attendance included (in alphabetical order):

Ann Brandon, POT/Physics Teacher
Joliet High School - West Campus

John Cepela, Vocational Director
Plainfield High School

Laura Egner, Special Needs
Joliet Junior College

Richard K. Hofstrand, Project Consultant
Bench Mark Group

Jeanne Legan, Special Needs
Joliet Junior College

Mary Mack, Visitor

Tom Mack, Counselor
Joliet Junior College

J. D. Ross, Project Director and Dean
Joliet Junior College

Lee Shaw, POT Teacher
Joliet High School - West Campus

Sandy Smith, Counselor
Coal City High School

Jacquelyn Terrell, Counselor
Joliet High School - Central Campus

Those not in attendance (in alphabetical order) include:

Denise Cleasen, Counselor
Plainfield High School

Don Hendricks, Superintendent
Reed-Custer Community Unit Schools

Gena Meyers, Counselor
Wilco Area Career Center

Lynn Pius, Special Needs Coordinator
Joliet High School - Central Campus

Sue Walsh-Berls, Special Needs Coordinator
Valley View School District

To begin the meeting, Ross provided an update regarding the progress being made re: TECH-PREP project. New Team members were provided with an overview of TECH-PREP.

Next, Brandon and Shaw provided insight into their success in teaching their course on POT (Principles Of Technology). Throughout the meeting, insights and observations from this part of TECH-PREP were provided.

Two counselors (Smith & T. Mack) volunteered to attend the upcoming TECH-PREP meeting in Springfield. Others were encouraged to attend if they so wish.

The list of ideas on how students could be attracted to enrolling in TECH-PREP which was developed at the last meeting was reviewed, expanded, and analyzed as to the target group for each idea. The expanded list (with target groups in priority order) is as follows:

* Encourage TECH-PREP students to inform non-TECH-PREP peers of the existence and benefits of the program. To encourage female students, existing female TECH-PREP students should be reminded to appear feminine. (students, especially female students)

* Focus on the immediate career opportunities available from completing a TECH-PREP program by highlighting the immediate and long-range salary potential. (counselors/students)

* Provide ways for prospective students and counselors to observe and participate in TECH-PREP programs. (students/counselors)

* Tie TECH-PREP promotional materials to the existing interests of junior high and high school students. (students)

* Begin orienting prospective TECH-PREP students at the junior high level. (students/counselors/parents)

* Provide counselors with frequent updates regarding TECH-PREP career opportunities. (counselors)

* Inform and involve parents' clubs regarding the existence, benefits, and availability of TECH-PREP. (parents)

* Prepare and disseminate a TECH-PREP newsletter(s). (counselors/teachers)

* Provide handout materials that teachers and counselors could give to parents at pupil/parents conferences. (teachers/counselors)

* Prepare and circulate a video tape on the concepts and benefits of TECH-PREP which could be continuously shown at open houses and career information fairs. (all target audiences)

* Disseminate TECH-PREP information at technology shows and conferences. (all target audiences including the general public)

* Conduct tours of JJC which could focus of TECH-PREP. (counselors/students/teachers)

* Prepare and disseminate TECH-PREP games/information on computer discs which prospective students could access through personal computers. (students)

* Post colorful and attractive TECH-PREP posters. (students)

* Conduct tours of "high tech" employers and industries who would potentially recruit and hire TECH-PREP program completers. (counselors)

* Provide opportunities for prospective TECH-PREP students to shadow, or be mentored by, "high tech" employees through an adopt-a-TECH-PREP-student program. (students)

* Expand the image of TECH-PREP by showing its broader, "technical" image. (students, especially minority students)

* Produce a manual which describes different high tech careers. (counselors)

* Expand the use of HORIZONS and by updating the information. (counselors/students)

* Take the TECH-PREP concept and programs out to the community by providing presentations at church groups, ethnic centers, shopping malls, and similar community-based functions. (all target groups including the general public)

* Provide promotion of TECH-PREP to the non-traditional students, especially by the non-vocational teachers.

Additional ideas for implementing TECH-PREP were randomly presented during the meeting. These include:

* Organize school-based "implementation groups" comprised of teachers and counselors.

* Give TECH-PREP courses "academic weight", maybe midway between vocational courses and advanced placement courses.

* Provide daily calendars with a different technical occupation shown for each day.

* Highlight the problem solving and experience-base of TECH-PREP instruction.

* Focus 60% of the TECH-PREP promotion toward counselors.

* Provide large group meetings of counselors to describe TECH-PREP. (An example is JJC's annual Counselor's Breakfast.)

* Ensure that TECH-PREP courses will satisfy the pre-requisites for admission to colleges and universities.

* Show how TECH-PREP courses contribute to non-technical careers. For example, encourage fine arts students to take CAD (Computer Aided Design) with which principles of design may be taught and artful graphics may be created.

* Promote TECH-PREP on each school's news segment on CHANNEL ONE.

The existence of VOPRO was mentioned. VOPRO is a commercial public relations and image building effort for vocational education, especially on the secondary school level.

TECH-PREP STUDENT ATTRACTION TEAM

MINUTES -- MARCH 12, 1991

The third meeting of the TECH-PREP Student Attraction Team was held from 4 p.m. to 5:30 p.m. on Tuesday, March 12, 1991, at Joliet Junior College.

Those in attendance included (in alphabetical order):

Laura Egner, Special Needs
Joliet Junior College

Gena Meyers, Counselor
Wilco Area Career Center

Lynn Pius
Lincolnway High School

J. D. Ross, Project Director and Dean
Joliet Junior College

Lee R. Shaw, POT Teacher
Joliet Township High School, West Campus

Sandra Smith, Counselor
Coal City High School

Those not in attendance (in alphabetical order) include:

Ann Brandon, POT/Physics Teacher
Joliet Township High School, West Campus

John Cepela, Vocational Director
Plainfield High School

Richard Hofstrand, Project Consultant
Bench Mark Group

Jeanne Legan, Special Needs
Joliet Junior College

Tom Mack, Counselor
Joliet Junior College

Jacquelyn Terrell, Counselor
Joliet Township High School, Central Campus

Denise Cleasen, Counselor
Plainfield High School

Sue Walsh-Berls, Special Needs Coordinator
Valley View School District

Attendance was limited due to very inclement weather which began early in the afternoon of the meeting date. No new team members were present so there was no introduction and/or orientation as had been scheduled on the agenda.

A copy of the Joliet Junior College TREES Tech-Prep Contract with the Illinois State Board of Education was distributed. The objectives for this year were discussed in some detail and information was presented with regard to the status of each. Members of the Student Attraction Team had a series of questions which were responded to by Ross as they related to Tech-Prep in general or to the contract specifically.

The Student Attraction Team viewed a video tape on Tech-Prep which was produced by the Illinois State Board of Education. Several members of the Student Attraction Team asked for copies of the tape and Ross indicated that those would be provided. Costs for the reproduction will be picked up by the grant.

Ross and Sandy Smith reported on the March 5 Tech-Prep Inservice meeting which was held in Springfield. The meeting, sponsored by the Illinois State Board of Education, was intended to provide pertinent information about Tech-Prep to project directors and counselors. Sandy Smith noted that several projects seemed to be much further along in their development than others. She also pointed out that there was considerable concern with and discussion about the transferability of courses developed for Tech-Prep and their transferability or acceptance at senior colleges and universities in terms of meeting admissions requirements. Sandy also indicated that some of the projects, including ours, were not sufficiently developed that the counselors could really identify with all that was being discussed. Ross explained that the program development was an evolutionary process and that was the reason that members of the Student Attraction Team had been asked to serve early on in the development of the TREES/JJC Project.

Ross also reported on grant activities for 1991-92. He indicated that minimal awards of $80,000 will be made available to each of the 17 planning grant sites. He noted that an additional $20,000 could be made available if the project agreed to certain performance criteria which were outlined in a document distributed by DAVTE. He also discussed the opportunity to provide for 10 academic VIP experiences for faculty. This can be achieved by writing an addendum to this year's grant. The addendum would provide an additional 60 days with which to complete project activities for the 1990-91 year. Ross also indicated that steps were already underway to have our local project participate in this experience.

There was considerable amount of discussion on other items related to Tech-Prep, none of which is particularly noteworthy in terms of the minutes, but all of which helped members of the team clarify their own thinking and understanding about Tech-Prep. We also reviewed the points which had been drafted for the long-range plan for the Tech-Prep Student Attraction Team. Gena Meyers, from the Wilco Area Career Center, suggested that we add another statement which would in effect indicate that a new track should be established at the high school level for Tech-Prep students. This would be in addition to the college bound track and the general track which already exist.

Ross asked for volunteers from the Student Attraction Team to serve on some other Tech-Prep committees. Sandy Smith indicated an interest in working with the Drafting/CAD area of Tech-Prep. Lynn Pius agreed to work with the Ag/Hort area, Lee Shaw with the Transportation area, and Lee, Lynn, Sandy, and Gena all volunteered to be involved with the Tech-Prep council should they be needed.

No meeting date was selected for the next meeting; however, Ross indicated that after there was more information to report on the project, there would very likely be another Student Attraction Team meeting before the end of the academic year.

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INSERVICE STAFF DEVELOPMENT PLAN

Tech Prep: DOING WITH UNDERSTANDING

Prepared for
Joliet Junior College and the Three Rivers Education for Employment System

July 1, 1990 through June 30, 1993

Compiled by
Richard K. Hofstrand, PhD.

BENCH MARK CONSULTING.....1601-B Lyndhurst Drive.....Savoy, Illinois 61874-9516.....217.398.4862

INSERVICE STAFF DEVELOPMENT PLAN for Tech Prep: DOING WITH UNDERSTANDING

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INSERVICE STAFF DEVELOPMENT PLAN for Tech Prep: DOING WITH UNDERSTANDING

INTRODUCTION

The purpose of the inservice staff development plan is to inaugurate and establish a series of instructional programs which culminate in a Technical Preparation Associates Degree (Tech Prep). During the 1991-1992 School year, four Tech Prep instructional programs are planned in the areas of computer aided drafting, transportation, horticulture and agriculture business. The goal of this inservice staff development plan is to develop within the target audiences, competence to horizontally integrate academic and vocational curriculums; and to vertically articulate across grades 11 through 14, the scope and sequence of instruction.

The personnel to be developed in this plan are members of the target audiences covered by the Tech Prep Project which is managed and operated jointly by the Three Rivers Education for Employment System (TREES) and Joliet Junior College (JJC).

The plan covers three school years: 1990-1991, 1991-1992 and 1992-1993. Although the plan was developed during the 1990-1991 school year, several inservice staff development activities occurred which have import for objectives, activities and competence to be developed during the following school years. The initial year has been included to show the total scope of staff development.

INSERVICE STAFF DEVELOPMENT PLAN for Tech Prep: DOING WITH UNDERSTANDING

TARGET AUDIENCES

The target audiences of this plan are the following located within the TREES/JJC area:

1. All public educators within the TREES/JJC area
   This target audience includes all academic and vocational teachers at the secondary level and acadmic and vocational instructors at the post-secondary level, and all education administrators including superintendents, president, deans, principals, department chairs, curriculum directors, etc. at the high school and JJC levels.

2. Tech Prep Implementation/Instructional Teams
   These teams are comprised of select vocational and academic teachers and instructors on the high school and JJC levels, and a guidance counselor which would be responsible for implementing and teaching the Tech Prep programs and courses.

3. Guidance counselors
   This target audience includes career and guidance counselors at the high school and JJC levels.

4. Employers and the business community
   This target audience includes chief executive officers, personnel directors, human resource development specialists and other employers, especially those in "high tech" industries.

5. Tech Prep Management Team
   This target audience includes the Tech Prep project director, administrative council, advisory council and others.

INSERVICE STAFF DEVELOPMENT PLAN for Tech Prep: DOING WITH UNDERSTANDING

SCHOOL YEAR 1990 - 1991

INSERVICE STAFF DEVELOPMENT PLAN for Tech Prep: DOING WITH UNDERSTANDING
TARGET AUDIENCE 1: All public educators within the TREES/JJC area
SCHOOL YEAR: 1990 - 1991

OBJECTIVES (why):	STAFF DEVELOPMENT ACTIVITIES (what - where - when - how):	COMPETENCE TO BE ACQUIRED (knowledge - skill - attitude):
1.1 To create a positive image within the minds of all educators and to foster educators' support for Tech Prep within the TREES/JJC region.	1.1.1 Foster attendance at the annual conference of the Illinois Vocational Association.	1.1.1.1 Awareness and basic knowledge of Tech Prep.
		1.1.1.2 Positive attitude toward the existence and potential benefits of Tech Prep to students and the community.
	1.1.2 Investigate establishing a Tech Prep Cadre at the Tri-County Educational Service Center.	
	1.1.4 Manage participation in the Vocational Instructor Practicum (VIP) program.	1.1.4.1 Updated knowledge and skills regarding extant and future occupational tasks.
	1.1.3 Manage participation in the ACADEMIC VIP program.	1.1.3.1 An awareness of area employment opportunities and employers' educational wants/needs

INSERVICE STAFF DEVELOPMENT PLAN for Tech Prep: DOING WITH UNDERSTANDING
TARGET AUDIENCE 2: Tech Prep Implementation/Instructional Teams
SCHOOL YEAR: 1990 - 1991

OBJECTIVES (why):	STAFF DEVELOPMENT ACTIVITIES (what - where - when - how):	COMPETENCE TO BE ACQUIRED (knowledge - skill - attitude):
	(No activities occurred during the 1990-1991 school year.)	

INSERVICE STAFF DEVELOPMENT PLAN for Tech Prep: DOING WITH UNDERSTANDING
TARGET AUDIENCE 3: Guidance counselors
SCHOOL YEAR: 1990 - 1991

OBJECTIVES (why):	STAFF DEVELOPMENT ACTIVITIES (what - where - when - how):	COMPETENCE TO BE ACQUIRED (knowledge - skill - attitude):
3.1 To establish and operate a Tech Prep Student Attraction Plan within the JJC/TREES Tech Prep program.	3.1.1 Identify key counselors in the JJC/TREES area to serve on a Tech Prep Student Attraction Team.	3.1.1.1 Awareness and basic knowledge of Tech Prep and the JJC/TREES Tech Prep project. 3.1.1.2 Positive attitude toward the concept of Tech Prep. 3.1.1.3 Knowledge of potential benefits of Tech Prep to prospective students.
3.2 To improve Tech Prep advising and counseling.	3.2.1 Foster attendance at a DAVTE-sponsored Tech Prep conference during the Spring of 1991.	3.2.1.1 Knowledge regarding how Tech Prep is being implemented in other areas of Illinois.
3.3 To create a positive attitude in the minds of area guidance counselors regarding Tech Prep.	3.3.1 Schedule and hold a large group meeting re: Tech Prep in the JJC/TREES area during the Spring of 1991.	3.3.1.1 Awareness and basic knowledge of Tech Prep and the JJC/TREES Tech Prep project. 3.3.1.2 Positive attitude toward Tech Prep. 3.3.1.3 Understand potential benefits of Tech Prep to prospective students.

INSERVICE STAFF DEVELOPMENT PLAN for Tech Prep: DOING WITH UNDERSTANDING
TARGET AUDIENCE 4: Employers and the business community
SCHOOL YEAR: 1990 - 1991

OBJECTIVES (why):	STAFF DEVELOPMENT ACTIVITIES (what - where - when - how):	COMPETENCE TO BE ACQUIRED (knowledge - skill - attitude):
4.1 To garner support for Tech Prep programs by area businesses and employers.	4.1.1 Schedule and host a Tech Prep Orientation Dinner at the JOLIET RENAISSANCE CENTER.	4.1.1.1 Awareness and basic knowledge of Tech Prep.
		4.1.1.2 Positive attitude toward the possibilities of implementing Tech Prep.
	4.1.2 Encourage participation in an informal network of area business leaders and education administrators.	4.1.2.1 Free flow of information regarding Tech Prep successes and problems.

INSERVICE STAFF DEVELOPMENT PLAN for Tech Prep: DOING WITH UNDERSTANDING
TARGET AUDIENCE 5: Tech Prep Management Team
SCHOOL YEAR: 1990 - 1991

OBJECTIVES (why):	STAFF DEVELOPMENT ACTIVITIES (what - where - when - how):	COMPETENCE TO BE ACQUIRED (knowledge - skill - attitude):
5.1 To keep abreast of issues and trends in the management of Tech Prep programs.	5.1.1 Attend and participate in state-wide and/or regional meetings on Tech Prep.	5.1.1.1 Updating on policies and procedures for implementing and delivering Tech Prep programs.
	5.1.2 Review articles and reports pertaining to Tech Prep.	
5.2 To continually improve local Tech Prep instructional programs.	5.2.1 Establish and maintain a communication and idea-sharing telephone network among Tech Prep sites in Illinois.	
5.3 To share programmatic resources for Tech Prep throughout the nation.	5.3.1 Attend multi-state and/or national conferences on Tech Prep.	
5.4 To establish criteria for exiting or completing a Tech Prep program.	5.4.1 Engage in serial inquiry to identify existing expertise.	5.4.1.1 Design and construct student achievement levels or standards of Tech Prep competence.
	5.4.2 Search out and review appropriate printed materials: books, journals, curriculum guides, testing materials, etc.	
	5.4.3 Review materials from National Occupational Competency Testing Institute.	

INSERVICE STAFF DEVELOPMENT PLAN for Tech Prep: DOING WITH UNDERSTANDING

SCHOOL YEAR 1991 - 1992

INSERVICE STAFF DEVELOPMENT PLAN for Tech Prep: DOING WITH UNDERSTANDING
TARGET AUDIENCE 1: All public educators within the TREES/JJC area
SCHOOL YEAR: 1991 - 1992

OBJECTIVES (why):	STAFF DEVELOPMENT ACTIVITIES (what - where - when - how):	COMPETENCE TO BE ACQUIRED (knowledge - skill - attitude):
1.1 To create a positive image within the minds of all educators and to foster educators' support for Tech Prep within the TREES/JJC region.	1.1.1 Prepare and disseminate a "Tech Prep Newsletter" or similar periodic informational piece which highlights: * Overviews of the four JJC/TREES Tech Prep instructional programs. * Success stories of people who work in technical occupations. * Salary and employability benefits of completing a Tech Prep instructional program. * Local employment opportunities through Tech Prep education and training. * Information regarding how Tech Prep courses meet both high school graduation and college entrance requirements.	1.1.1.1-6 Awareness and basic knowledge of Tech Prep. 1.1.1.2-6 Positive attitude toward the existence and potential benefits of Tech Prep to students and the community.

* Information as to how Tech Prep courses also contribute to non-technical occupations such as the use of computer aided design in the visual arts.

* Information regarding the various points at which a student may exit a Tech Prep program and the concomitant occupational competence achieved at that point.

1.1.2 Schedule participation in the Tech Prep Cadre established at the Tri-County Educational Service Center.

1.1.3 Manage participation in the Vocational Instructor Program (VIP).

1.1.3.1 Updated knowledge and skills regarding extant and future occupational tasks.

1.1.4 Manage participation in the ACADEMIC VIP program.

1.1.4.1 An awareness of area employment opportunities and employers' educational wants/needs

1.1.5 Schedule and hold a "educators' breakfast" to present information re: Tech Prep.

1.1.6 Foster attendance at the annual conference of the Illinois Vocational Association.

INSERVICE STAFF DEVELOPMENT PLAN for Tech Prep: DOING WITH UNDERSTANDING
TARGET AUDIENCE 2: Tech Prep Implementation/Instructional Teams
SCHOOL YEAR: 1991 - 1992

OBJECTIVES (why):	STAFF DEVELOPMENT ACTIVITIES (what - where - when - how):	COMPETENCE TO BE ACQUIRED (knowledge - skill - attitude):
2.1 To establish Tech Prep implementation and curriculum integration teams in each Tech Prep program area. These 5+ member teams are comprised of, as a minimum, an academic teacher, a vocational teacher, an academic instructor, a vocational instructor and a guidance counselor. The disciplines incorporated are dependent on the particular Tech Prep program being inaugurated.	2.1.1 Schedule and hold inservice training sessions on team building and team working. Possible presenters-consultants include: * Tom Boldrey, Eastern Illinois University * Staff of the Tri-County Educational Service Center * Member of the Bench Mark Group 2.1.2 Schedule and conduct initial meetings of each team. Subsequent meetings can be scheduled and conducted by each team. 2.1.3 Provide teams with technical assistance to provide reinforcement and improvement of team working. 2.1.4 Provide teams with consultive assistance on implementing and teaching Tech Prep programs and courses. 2.1.6 Disseminate copies of the Tech Prep Newsletter.	2.1.1.1 A positive attitude toward communication, cooperation and collaboration as a team effort. 2.1.1.2 Skills in working together as a team and fostering team efforts and outcomes. 2.1.1.3 Knowledge and skills in teaching others to work as teams.

2.2 To integrate and articulate curriculum for Tech Prep programs.	2.2.1 Schedule and hold inservice training sessions which provide hands-on instruction and practice on integration of academic and vocational curriculums AND articulation of curriculum scope and sequence across grades 11 through 14. Possible presenters-consultants include: * Franzie Loepp, Illinois State University * Mary Waters, Instructional Materials Coordinator * Teachers of Principles of Technology (POT) courses * Member of the Bench Mark Group	2.2.1.1 Curricular knowledge and instructional skills to teach Tech Prep courses.
	2.2.2 Provide individualized and/or small group consultive assistance for teachers and instructors as they implement and teach Tech Prep courses.	

INSERVICE STAFF DEVELOPMENT PLAN for Tech Prep: DOING WITH UNDERSTANDING
TARGET AUDIENCE 3: Guidance counselors
SCHOOL YEAR: 1991 - 1992

OBJECTIVES (why):	STAFF DEVELOPMENT ACTIVITIES (what - where - when - how):	COMPETENCE TO BE ACQUIRED (knowledge - skill - attitude):
3.1 To maintain the positive attitude in the minds of area guidance counselors regarding Tech Prep.	3.1.1 Distribute copies of the Tech Prep Newsletter.	3.1.1.1 Awareness and basic knowledge of Tech Prep and the JJC/TREES Tech Prep project.
	3.1.2 Schedule and hold a large group meeting re: Tech Prep in the TREES/JJC area.	3.1.1.2 Positive attitude toward the concept of Tech Prep.
3.2 To improve Tech Prep advising and counseling.	3.2.1 Maintain the Tech Prep Student Attraction Team.	3.1.1.3 Knowledge regarding the potential benefits of Tech Prep to prospective students.
	3.2.2 Foster participation at regional and/or state-wide Tech Prep meetings.	3.2.2.1 Knowledge regarding how Tech Prep is being implemented in other areas of Illinois.
	3.2.3 Schedule counselor field trip(s) to tour area businesses and industries.	3.2.3.1 Awareness of area employers and employment opportunities.

INSERVICE STAFF DEVELOPMENT PLAN for Tech Prep: DOING WITH UNDERSTANDING
TARGET AUDIENCE 4: Employers and the business community
SCHOOL YEAR: 1991 - 1992

OBJECTIVES (why):	STAFF DEVELOPMENT ACTIVITIES (what - where - when - how):	COMPETENCE TO BE ACQUIRED (knowledge - skill - attitude):
4.1 To build support for Tech Prep programs by area businesses and employers.	4.1.1 Schedule and host a Tech Prep Up-Date Dinner to present information regarding the progress of the Tech Prep effort and project since last year's dinner.	4.1.1.1 Awareness and basic knowledge of Tech Prep. 4.1.1.2 Positive attitude toward the possibilities of implementing Tech Prep.
	4.1.2 Encourage participation in an informal network of area business leaders and education administrators.	4.1.2.1 Free flow of information regarding Tech Prep successes and problems.
	4.1.3 Distribute copies of the Tech Prep Newsletter.	
4.2 To establish adopt-a-Tech-Prep-student by area high tech industries.	4.2.1 Identify and contact select high tech industries as to the potential of placing Tech Prep students as interns at the business site for the purpose of experience and learning.	4.2.1.1 Knowledge and skills to successfully place and supervise Tech Prep students in internships within high tech industries.

INSERVICE STAFF DEVELOPMENT PLAN for Tech Prep: DOING WITH UNDERSTANDING
TARGET AUDIENCE 5: Tech Prep Management Team
SCHOOL YEAR: 1991 - 1992

OBJECTIVES (why):	STAFF DEVELOPMENT ACTIVITIES (what - where - when - how):	COMPETENCE TO BE ACQUIRED (knowledge - skill - attitude):
5.1 To keep abreast of issues and trends in the management of Tech Prep programs.	5.1.1 Attend and participate in state-wide and/or regional meetings and conferences on Tech Prep.	5.1.1.1 Updating on policies and procedures for implementing and delivering Tech Prep programs.
	5.1.2 Subscribe to and review articles and reports pertaining to Tech Prep.	
5.2 To continually improve local Tech Prep instructional programs.	5.2.1 Establish and maintain a communication and idea-sharing telephone network among Tech Prep sites in Illinois.	
5.3 To share programmatic resources for Tech Prep throughout the nation.	5.3.1 Attend multi-state and/or national conferences on Tech Prep.	
5.4 To establish entrance criteria for any student wishing to enroll in a Tech Prep program.	5.4.2 Review entrance criteria in place at JJC.	
	5.4.2 Review entrance criteria being considered by other Illinois Tech Prep sites.	

5.5 To review and revise the criteria for exiting or completing a Tech Prep program.

5.5.1 Engage in serial inquiry to identify existing expertise.

5.5.2 Search out and review appropriate printed materials: books, journals, curriculum guides, testing materials, etc.

5.5.3 Review materials from National Occupational Competency Testing Institute.

5.5.4 Identify and attend appropriate conferences and workshops.

5.5.1.1 Design and construct student achievement levels or standards of Tech Prep competence.

INSERVICE STAFF DEVELOPMENT PLAN for Tech Prep: DOING WITH UNDERSTANDING

SCHOOL YEAR 1992 - 1993

INSERVICE STAFF DEVELOPMENT PLAN for Tech Prep: DOING WITH UNDERSTANDING
TARGET AUDIENCE 1: All public educators within the TREES/JJC area
SCHOOL YEAR: 1992 - 1993

OBJECTIVES (why):	STAFF DEVELOPMENT ACTIVITIES (what - where - when - how):	COMPETENCE TO BE ACQUIRED (knowledge - skill - attitude):
1.1 To create a positive image within the minds of all educators and to foster educators' support for Tech Prep within the TREES/JJC region.	1.1.1 Prepare and disseminate a "Tech Prep Newsletter" or similar periodic informational piece which highlights: * Overviews of the four JJC/TREES Tech Prep instructional programs. * Success stories of people who work in technical occupations. * Salary and employability benefits of completing a Tech Prep instructional program. * Local employment opportunities through Tech Prep education and training. * Information regarding how Tech Prep courses meet both high school graduation and college entrance requirements.	1.1.1.1 Awareness and basic knowledge of Tech Prep. 1.1.1.2 Positive attitude toward the existence and potential benefits of Tech Prep to students and the community.

* Information as to how Tech Prep courses also contribute to non-technical occupations such as the use of computer aided design in the visual arts.

* Information regarding the various points at which a student may exit a Tech Prep program and the concomitant occupational competence achieved at that point.

1.1.2 Schedule participation in the Tech Prep Cadre established at the Tri-County Educational Service Center.

1.1.3 Manage participation in the Vocational Instructor Program (VIP).

1.1.3.1 Updated knowledge and skills regarding extant and future occupational tasks.

1.1.4 Manage participation in the ACADEMIC VIP program.

1.1.4.1 An awareness of area employment opportunities and employers' educational wants/needs

1.1.5 Schedule and hold a "educators' breakfast" to present information re: Tech Prep.

1.1.6 Foster attendance at the annual conference of the Illinois Vocational Association.

INSERVICE STAFF DEVELOPMENT PLAN for Tech Prep: DOING WITH UNDERSTANDING
TARGET AUDIENCE 2: Tech Prep Implementation/Instructional Teams
SCHOOL YEAR: 1992 - 1993

OBJECTIVES (why):	STAFF DEVELOPMENT ACTIVITIES (what - where - when - how):	COMPETENCE TO BE ACQUIRED (knowledge - skill - attitude):
2.1 To establish and maintain Tech Prep implementation and curriculum integration teams in each Tech Prep program area. These are 5+ member teams comprised of, as a minimum, an academic teacher, a vocational teacher, an academic instructor, a vocational instructor and a guidance counselor. The disciplines incorporated are dependent on the particular Tech Prep program being inaugurated.	2.1.1 Schedule and hold inservice training sessions on team building and team working. Possible presenters include: * Tom Boldrey, Eastern Illinois Univesity * Staff of the Tri-County Educational Service Center * Member of the Bench Mark Group 2.1.2 Schedule and conduct initial meetings of each team. Subsequent meetings can be scheduled and conducted by each team. 2.1.3 Provide teams with technical assistance to provide reinforcement and improvement of team working. 2.1.4 Provide teams with consultive assistance on implementing and teaching Tech Prep programs and courses. 2.1.6 Disseminate copies of the Tech Prep Newsletter.	2.1.1.1 A positive attitude toward communication, cooperation and collaboration as a team effort. 2.1.1.2 Skills in working together as a team and fostering team efforts and outcomes. 2.1.1.3 Knowledge and skills in teaching others to work as teams.

2.2 To integrate and articulate curriculum for Tech Prep programs.	2.2.1 Schedule and hold inservice training sessions which provide hands-on instruction and practice on integration of academic and vocational curriculums AND articulation of curriculum scope and sequence across grades 11 through 14. Possible presenters-consultants include: * Franzie Loepp, Illinois State University * Mary Waters, Instructional Materials Coordinator * Teachers of Principles of Technology (POT) courses * Member of the Bench Mark Group	2.2.1.1 Curricular knowledge and instructional skills to teach Tech Prep courses.
	2.2.2 Provide individualized and/or small group consultive assistance for teachers and instructors as they implement and teach Tech Prep courses.	
	2.3.1 Identify lead teachers/instructors who can become internal consultants.	

2.3 To establish in-school human resources for teaching Tech Prep which would provide reinforcement and technical assistance.

2.3.2 Schedule and hold inservice training sessions on how to serve as an internal consultant.

Possible presenters-consultants include:

* Joyce Felstehause, Eastern Illinois University
* Franzie Loepp, Illinois State University
* Gene Roth, Northern Illinois University
* Member of the Bench Mark Group

2.3.1.1 Knowledge and skills in the process of consulting as well as the content of Tech Prep.

INSERVICE STAFF DEVELOPMENT PLAN for Tech Prep: DOING WITH UNDERSTANDING
TARGET AUDIENCE 3: Guidance counselors
SCHOOL YEAR: 1992 - 1993

OBJECTIVES (why):	STAFF DEVELOPMENT ACTIVITIES (what - where - when - how):	COMPETENCE TO BE ACQUIRED (knowledge - skill - attitude):
3.1 To maintain the positive attitude in the minds of area guidance counselors regarding Tech Prep.	3.1.1 Distribute copies of the Tech Prep Newsletter.	3.1.1.1 Awareness and basic knowledge of Tech Prep and the JJC/TREES Tech Prep project.
	3.1.2 Schedule and hold a large group meeting re: Tech Prep in the TREES/JJC area.	3.1.1.2 Positive attitude toward the concept of Tech Prep.
3.2 To improve Tech Prep advising and counseling.	3.2.1 Maintain the Tech Prep Student Attraction Team.	3.1.1.3 Knowledge regarding the potential benefits of Tech Prep to prospective students.
	3.2.2 Foster participation at regional and/or state-wide Tech Prep meetings.	3.2.1.1 Knowledge regarding how Tech Prep is being implemented in other areas of Illinois.
	3.3.2 Schedule counselor field trip(s) to tour area businesses and industries.	3.3.2.1 Awareness of area employers and employment opportunities.

INSERVICE STAFF DEVELOPMENT PLAN for Tech Prep: DOING WITH UNDERSTANDING
TARGET AUDIENCE 4: Employers and the business community
SCHOOL YEAR: 1992 - 1993

OBJECTIVES (why):	STAFF DEVELOPMENT ACTIVITIES (what - where - when - how):	COMPETENCE TO BE ACQUIRED (knowledge - skill - attitude):
4.1 To build support for Tech Prep programs by area businesses and employers.	4.1.1 Schedule and host a Tech Prep Up-Date Dinner to present information regarding the progress of the Tech Prep effort and project since last year's dinner.	4.1.1.1 Awareness and basic knowledge of Tech Prep.
		4.1.1.2 Positive attitude toward the possibilities of implementing Tech Prep.
	4.1.2 Encourage participation in an informal network of area business leaders and education administrators.	4.1.2.1 Free flow of information regarding Tech Prep successes and problems.
	4.1.3 Distribute copies of the Tech Prep Newsletter.	
4.2 To establish adopt-a-Tech-Prep-student by area high tech industries.	4.2.1 Identify and contact select high tech industries as to the potential of placing Tech Prep students as interns at the business site for the purpose of experience and learning.	4.2.1.1 Knowledge and skills to successfully place and supervise Tech Prep students in internships within high tech industries.

INSERVICE STAFF DEVELOPMENT PLAN for Tech Prep: DOING WITH UNDERSTANDING
TARGET AUDIENCE 5: Tech Prep Management Team
SCHOOL YEAR: 1992 - 1993

OBJECTIVES (why):	STAFF DEVELOPMENT ACTIVITIES (what - where - when - how):	COMPETENCE TO BE ACQUIRED (knowledge - skill - attitude):
5.1 To keep abreast of issues and trends in the management of Tech Prep programs.	5.1.1 Attend and participate in state-wide and/or regional meetings and conferences on Tech Prep.	5.1.1.1 Updating on policies and procedures for implementing and delivering Tech Prep programs.
	5.1.2 Subscribe to and review articles and reports pertaining to Tech Prep.	
5.2 To continually improve local Tech Prep instructional programs.	5.2.1 Establish and maintain a communication and idea-sharing telephone network among Tech Prep sites in Illinois.	
5.3 To share programmatic resources for Tech Prep throughout the nation.	5.3.1 Attend multi-state and/or national conferences on Tech Prep.	
5.4 To review and revise entrance criteria for any student wishing to enroll in a Tech Prep program.	5.4.1 Review entrance criteria being considered by other Illinois Tech Prep sites.	

5.5 To review and revise the criteria for exiting or completing a Tech Prep program.

5.5.1 Engage in serial inquiry to identify existing expertise.

5.5.2 Search out and review appropriate printed materials: books, journals, curriculum guides, testing materials, etc.

5.5.3 Review materials from National Occupational Competency Testing Institute.

5.5.4 Identify and attend appropriate conferences and workshops.

5.5.1.1 Design and construct student achievement levels or standards of Tech Prep competence.

EQUITY/ACCESS STUDENT ATTRACTION PLAN

Tech Prep: DOING WITH UNDERSTANDING

Joliet Junior College and the Three Rivers Education for Employment System

July 1, 1991 through June 30, 1993

Compiled by
Richard K. Hofstrand, PhD.

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EQUITY/ACCESS STUDENT ATTRACTION PLAN for Tech Prep: Doing with Understanding

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EQUITY/ACCESS STUDENT ATTRACTION PLAN for Tech Prep: Doing with Understanding

INTRODUCTION

This document contains a comprehensive, two-year plan for attracting prospective students into the various instructional programs that lead to a Technical Preparation Associate Degree (Tech Prep). The Tech Prep project is operated jointly by Joliet Junior College (JJC) and the Three Rivers Education for Employment System (TREES). The goal of the plan is to provide all students with access to, and equity within, the JJC/TREES Tech Prep instructional programs. The plan was developed based on input from the Tech Prep Student Attraction Team. The Team held three meetings: January 30th, February 13th, and March 12, 1991. The Team was comprised of the following professional educators from the JJC/TREES region:

Ann Brandon, POT/Physics Teacher
Joliet Township High School, West Campus

Denise Cleason, Counselor
Plainfield High School

Richard Hofstrand, Consultant
Bench Mark Group

Tom Mack, Counselor
Joliet Junior College

Lynn Pius,
Lincolnway High School

Lee R. Shaw, POT Teacher
Joliet Township High School, West Campus

Jacquelyn Terrell, Counselor
Joliet Township High School, Central Campus

John Cepela, Vocational Director
Plainfield High School

Laura Egner, Special Needs Coordinator
Joliet Junior College

Jeanne Legan, Special Needs
Joliet Junior College

Gena Meyers, Counselor
Wilco Area Career Center

J. D. Ross, Dean & Project Director
Joliet Junior College

Sandra Smith, Counselor
Coal City High School

Sue Walsh-Berls, Special Needs Coordinator
Valley View School District

EQUITY/ACCESS STUDENT ATTRACTION PLAN for Tech Prep: Doing with Understanding

TARGET AUDIENCES

The target audiences of this plan are the following:

1. All audiences including the general public
2. Professional educators including teachers, counselors and administrators
3. Guidance and career counselors at the high school and community college levels
4. Prospective students of Tech Prep instructional programs
5. Prospective Tech Prep students who are non-traditional, minority or have special needs
6. Parents of prospective students

EQUITY/ACCESS STUDENT ATTRACTION PLAN for Tech Prep: Doing with Understanding

School Year 1991 - 1992

EQUITY/ACCESS STUDENT ATTRACTION PLAN for Tech Prep: Doing with Understanding
TARGET AUDIENCE 1: All Audiences including the general public
SCHOOL YEAR: 1991 - 1992

OBJECTIVES (why):	STUDENT ATTRACTION ACTIVITIES (who - what - where - when):	OUTCOMES (feedback and evidence):
1.1 To create a positive image in the minds of the general public regarding the existence and potential benefits of Tech Prep.	1.1.1 Secure support from area newspapers to publish no-cost news articles regarding the existing of Tech Prep instructional programs and their potential benefits to youth and area industries.	1.1.1-6 Random positive comments to professional educators regarding the existence and benefits of Tech Prep.
	1.1.2 Secure and disseminate multiple copies of the Tech Prep flyer from the Illinois State Board of Education.	
	(and/or)	
	1.1.3 Prepare and mass distribute a well designed one-page flyer with tear-off inquiry form which highlights the features of the four JJC/TREES Tech Prep instructional programs.	
	1.1.4 Prepare a short (approx. 10-15 minute) video tape which highlights the JJC/TREES Tech Prep program.	1.1.4-6 Log and count the number of inquiry forms returned.

	1.1.5 Show the video tape and distribute the flyers at shopping malls, fairs, festivals, and other local public gatherings.	
	1.1.6 Make presentations to area churches, civic and service organizations and clubs such as ROTARY, LIONS CLUB, etc. as may be arranged.	
1.2 To create a positive image within the JJC/TREES business community regarding the nature, content and potential benefits of Tech Prep to area employers.	1.2.1 Continue to hold an annual business executives' dinner to present new and additional information regarding Tech Prep.	1.2.1-4 Preferential hiring of Tech Prep program completers by area businesses and industries.
	1.2.2 Disseminate Tech Prep promotional information at area technology shows and conferences.	
	1.2.3 Encourage area employers of technicians to host "educator field trips" of their businesses to demonstrate "high tech" needs and employment opportunities.	
	1.2.4 Distribute copies of the Tech Prep Newsletter. (See ACTIVITY 3.1.3)	

1.3 To cause area employers to each adopt-a-Tech-Prep-student.	1.3.1 Foster adopt-a-Tech Prep-student by area employers through which Tech Prep students could shadow and/or be mentored by technicians within the particular industry.	1.3.1 At the community college level, at least 10% of all Tech Prep students are affiliated with an area business as an "adoptee."

EQUITY/ACCESS STUDENT ATTRACTION PLAN for Tech Prep: Doing with Understanding
TARGET AUDIENCE 2: Professional educators including teachers, counselors and administrators
SCHOOL YEAR: 1991 - 1992

OBJECTIVES (why):	STUDENT ATTRACTION ACTIVITIES (who - what - where - when):	OUTCOMES (feedback and evidence:
2.1 To create a positive image in the minds of area educators regarding the existence and potential benefits to students of Tech Prep.	2.1.1 During extant large group meeting(s) of area educators such as a teacher's institute day or similar activities, present an overview of Tech Prep. 2.1.2 Distribute copies of a Tech Prep Newsletter. (See ACTIVITY 3.1.3) 2.1.3 Provide encouragement to non-vocational teachers at the high school level regarding encouraging non-vocational students to consider enrolling in a Tech Prep program. 2.1.4 Continue to hold an annual dinner for business executives and educational administrators to present new and additional information regarding Tech Prep.	2.1.1-4 Log random positive and negative comments regarding Tech Prep.

EQUITY/ACCESS STUDENT ATTRACTION PLAN for Tech Prep: Doing with Understanding
TARGET AUDIENCE 3: Guidance and career counselors at the high school and community college levels
SCHOOL YEAR: 1991 - 1992

OBJECTIVES (why):	STUDENT ATTRACTION ACTIVITIES (who - what - where - when):	OUTCOMES (feedback and evidence):
3.1 To create a positive image in the minds of area counselors regarding the existence and potential benefits of Tech Prep.	3.1.1 Maintain the Tech Prep Student Attraction Team established during the 1990-1991 school year by holding periodic meetings, fostering ideas, requesting assistance, and soliciting valuative feedback and evidence. 3.1.2 Hold a "counselors' breakfast" or other large group meeting for area counselors to present information and answer questions regarding Tech Prep. 3.1.3 Prepare and disseminate a "Tech Prep Newsletter" or similar periodic informational and promotional flyer which highlights: * Salary and employability benefits of completing a Tech Prep instructional program. * Local employment opportunities through Tech Prep education and training.	3.1.1-3 Positive random comments and other feedback from participants regarding the potential benefits from Tech Prep.

* Success stories of people who work in technical occupations.

* Overviews of the four JJC/TREES Tech Prep instructional programs.

* Information regarding the academic weight of Tech Prep courses.

* Information regarding how Tech Prep courses meet both high school graduation and college entrance requirements.

* Information as to how Tech Prep courses also contribute to non-technical occupations such as the use of computer aided design in the visual arts.

* Information regarding the requirements to enroll in a Tech Prep program.

* Information regarding the various points at which a student may exit a Tech Prep program and the concomitant occupational competence achieved at that point.

* Highlights of the problem solving and experience-based aspects of Tech Prep.

	3.1.4 Conduct counselor field trips to area employers of technicians.	3.1.4-6 Counselor feedback using a prepared evaluation form as to the content and impact of each field trip/tour.
	3.1.5 Conduct tours of Tech Prep programs at selected TREES' sites and/or at JJC to spotlight the technical curriculum and concomitant laboratory equipment of the Tech Prep instructional programs.	
	3.1.6 Provide information on HORIZONS and other data sources which provide information on technical occupations and careers.	
3.2 To advise and enroll students who meet the entrance requirements into one of the Tech Prep instructional programs.	3.2.1 Establish a centralized telephone HOTLINE where educators can receive assistance regarding questions and enrollment in Tech Prep.	3.2.1 Enrollment of area students in one of the JJC/TREES Tech Prep instructional programs.

EQUITY/ACCESS STUDENT ATTRACTION PLAN for Tech Prep: Doing with Understanding
TARGET AUDIENCE 4: Prospective students of Tech Prep instructional programs
SCHOOL YEAR: 1991 - 1992

OBJECTIVES (why):	STUDENT ATTRACTION ACTIVITIES (who - what - where - when):	OUTCOMES (feedback and evidence):
4.1 To create a positive image in the minds of prospective students regarding the existence and potential benefits of Tech Prep.	4.1.1 During the school year, visit area public schools and make short presentations to 7th, 8th, 9th and 10th grade pupils regarding the existence and potential benefit of Tech Prep in the high school and community college. 4.1.2 Prepare and distribute-disseminate a well designed poster which would hold multiple copies of a Tech Prep promotional flyer with tear-off inquiry form. 4.1.3 Distribute copies of the Tech Prep Newsletter. (See ACTIVITY 3.1.3) 4.1.4 Distribute to 8th grade students, one half of a flyer which can only be understood when combined with the other half which is sent to parents of 8th grade students. (See ACTIVITY 6.1.3)	4.1.1-7 Interest expressed by prospective students through questions, enthusiasm, and requests for follow-up information.

	4.1.5 Conduct tours of Tech Prep programs at selected TREES' sites and/or at JJC to spotlight the technical curriculum and concomitant laboratory equipment of the Tech Prep instructional programs.	
	4.1.6 Prepare and disseminate Tech Prep information and games on computer discs which prospective students could access through a personal computer.	
	4.1.7 Provide Tech Prep information on each school's news segment on CHANNEL ONE.	
4.2 To enroll students in one of the four JJC/TREES Tech Prep instructional programs.	4.2.1 Foster student enrollment in Tech Prep programs by visiting area elementary, junior high and/or senior high schools during next-year registration times; and by facilitating enrollment procedures, forms and requirements.	4.2.1 Student enrollment in one of the JJC/TREES Tech Prep instructional programs.

EQUITY/ACCESS STUDENT ATTRACTION PLAN for Tech Prep: Doing with Understanding
TARGET AUDIENCE 5: Prospective Tech Prep students who are non-traditional, minority or special needs
SCHOOL YEAR: 1991 - 1992

OBJECTIVES (why):	STUDENT ATTRACTION ACTIVITIES (who - what - where - when):	OUTCOMES (feedback and evidence):
5.1 To create a positive image in the minds of prospective non-traditional gender, minority, and/or special needs students regarding the existence and potential benefits of Tech Prep.	5.1.1 (Repeat ACTIVITIES 4.1.1 through 4.2.1)	5.1.1 Interest expressed by prospective students through questions, enthusiasm and requests for follow-up information.
5.2 To enroll female students in Tech Prep programs in which over 75% of the workers within that occupation are male; and to enroll male students in Tech Prep programs in which over 75% of the workers within that occupation are female.	5.2.1 Ensure that all Tech Prep promotional materials depict, in word, image and intent, males in traditionally female occupations and females in traditionally male occupations. 5.2.2 Establish mutual-support teams of 2 or more non-traditional gender students.	5.2.1-2 Enrollment by non-traditional gender students.
5.3 To enroll students who are members of a racial, ethnic and/or cultural minority.	5.3.1 Ensure that all Tech Prep promotional materials depict, in word, image and intent, student enrollment by all minorities.	5.3.1-4 Enrollment by minority students in a Tech Prep instructional program.

	5.3.2 Make presentations to area churches, ethnic centers, minority organizations and others during regular or special meetings.	
	5.3.3 Focus on the immediate career opportunities available through completing a Tech Prep program.	
	5.3.4 Focus on the immediate and long-range salary potential of completing a Tech Prep program.	
5.4 To enroll students who have special needs such as gifted, English-as-a-second-language, mental handicaps, physical handicaps or have other learning disabilities in a Tech Prep instructional program.	5.4.1 Provide information as requested regarding the special services available to Tech Prep students with special needs.	5.4.1 Enrollment by special needs students in a Tech Prep instructional program.

EQUITY/ACCESS STUDENT ATTRACTION PLAN for Tech Prep: Doing with Understanding
TARGET AUDIENCE 6: Parents of prospective students
SCHOOL YEAR: 1991 - 1992

OBJECTIVES (why):	STUDENT ATTRACTION ACTIVITIES (who - what - where - when):	OUTCOMES (feedback and evidence):
6.1 To create a positive image within the minds of parents of prospective students regarding the potential benefits of Tech Prep.	6.1.1 Secure support from area newspapers to publish human interest stories regarding students who have succeeded in their careers due to technical expertise received from Tech Prep training. 6.1.2 Make presentations to parents' groups such as the PTA regarding the nature, purpose and potential benefits of their children enrolling in a Tech Prep instructional program. 6.1.3 Send to parents of 8th grade students, one half of a specially designed promotional flyer which can be understood only when combined with the other half which is given to each 8th grade student. 6.1.4 Provide teachers and counselors with flyers and other promotional materials which they can give to parents during parent-educator conferences or other one-on-one meetings.	6.1.1-4 Increased telephone and personal inquiries from parents of prospective students regarding enrollment in a Tech Prep program.

6.2 To foster parental encouragement of sons and/or daughters to enroll in a JJC/TREES Tech Prep instructional program and to pursue an associates degree in a technical area.	6.2.1 Establish a centralized telephone HOTLINE to answer questions regarding Tech Prep.	6.2.1 Enrollment of 9th grade students in one of the JJC/TREES Tech Prep instructional programs.

EQUITY/ACCESS STUDENT ATTRACTION PLAN for Tech Prep: Doing with Understanding

School Year 1992 - 1993

EQUITY/ACCESS STUDENT ATTRACTION PLAN for Tech Prep: Doing with Understanding
TARGET AUDIENCE 1: All Audiences including the general public
SCHOOL YEAR: 1992 - 1993

OBJECTIVES (why):	STUDENT ATTRACTION ACTIVITIES (who - what - where - when):	OUTCOMES (feedback and evidence):
1.1 To maintain the positive image in the minds of the general public regarding the existence and benefits of Tech Prep.	1.1.1 Maintain support from area newspapers to publish no-cost news articles regarding the existing of Tech Prep instructional programs and their potential benefits to youth and area industries.	1.1.1-6 Random positive comments to professional educators regarding the existence and benefits of Tech Prep.
	1.1.2 Disseminate multiple copies of the Tech Prep flyer from the Illinois State Board of Education.	
	1.1.3 Distribute the one-page flyer with tear-off inquiry form which highlights the features of the four JJC/TREES Tech Prep instructional programs.	
	1.1.4 Revise the video tape which highlights the JJC/TREES Tech Prep program.	
	1.1.5 Show the video tape and distribute the flyers at shopping malls, fairs, festivals, and other local public gatherings.	1.1.4-6 Log and count the number of inquiry forms returned.

	1.1.6 Make presentations to area churches, civic and service organizations and clubs such as ROTARY, LIONS CLUB, etc. as may be arranged.	
	1.2.1 Continue to hold an annual business executives' dinner to present new and additional information regarding Tech Prep.	1.2.1-4 Preferential hiring of Tech Prep program completers by area businesses and industries.
1.2 To maintain the positive image within the JJC/TREES business community regarding the nature, content and accruing benefits of Tech Prep to area employers.	1.2.2 Disseminate Tech Prep promotional information at area technology shows and conferences.	
	1.2.3 Encourage area employers of technicians to host educator field trips of their businesses to demonstrate "high tech" needs and employment opportunities.	
	1.2.4 Distribute copies of the Tech Prep Newsletter. (See ACTIVITY 3.1.3)	
1.3 To cause area employers to each adopt-a-Tech-Prep-student.	1.3.1 Foster adopt-a-Tech Prep-student by area employers through which Tech Prep students could shadow and/or be mentored by technicians within the particular industry.	1.3.1 At the community college level, at least 25% of all Tech Prep students are affiliated with an area business as an "adoptee."

EQUITY/ACCESS STUDENT ATTRACTION PLAN for Tech Prep: Doing with Understanding
TARGET AUDIENCE 2: Professional educators including teachers, counselors and administrators
SCHOOL YEAR: 1992 - 1993

OBJECTIVES (why):	STUDENT ATTRACTION ACTIVITIES (who - what - where - when):	OUTCOMES (feedback and evidence:
2.1 To maintain the positive image in the minds of area educators regarding the existence and benefits to students of Tech Prep.	2.1.1 During extant large group meeting(s) of area educators such as a teacher's institute day or similar activities, make a presentation on Tech Prep. 2.1.2 Distribute copies of the Tech Prep Newsletter. (See ACTIVITY 3.1.3) 2.1.3 Provide encouragement to non-vocational teachers at the high school level regarding encouraging non-vocational students to consider enrolling in a Tech Prep program. 2.1.4 Continue to hold an annual dinner for business executives and educational administrators to present new and additional information regarding Tech Prep.	2.1.1-4 Log random positive and negative comments regarding Tech Prep.

EQUITY/ACCESS STUDENT ATTRACTION PLAN for Tech Prep: Doing with Understanding
TARGET AUDIENCE 3: Guidance and career counselors at the high school and community college levels
SCHOOL YEAR: 1992 - 1993

OBJECTIVES (why):	STUDENT ATTRACTION ACTIVITIES (who - what - where - when):	OUTCOMES (feedback and evidence):
3.1 To maintain the positive image in the minds of area counselors regarding the existence and benefits of Tech Prep.	3.1.1 Maintain the Tech Prep Student Attraction Team by holding periodic meetings. Ask the Team to review and revise this Student Attraction Plan. Also request valuative feedback and evidence. 3.1.2 Hold a counselors' breakfast or other large group meeting for area counselors to present information and answer questions regarding Tech Prep. 3.1.3 Prepare and disseminate the Tech Prep Newsletter which highlights: * Salary and employability benefits of completing a Tech Prep instructional program. * Local employment opportunities through Tech Prep education and training. * Success stories of people who work in technical occupations.	3.1.1-3 Positive random comments and other feedback from participants regarding the potential benefits from Tech Prep.

* Overviews of those JJC/TREES Tech Prep instructional programs added during the second year of operation.

* Information regarding the academic weight of Tech Prep courses.

* Information regarding how Tech Prep courses meet both high school graduation and college entrance requirements.

* Information as to how Tech Prep courses also contribute to non-technical occupations such as the use of computer aided design in the visual arts.

* Information regarding the requirements to enroll in a Tech Prep program.

* Information regarding the various points at which a student may exit a Tech Prep program and the concomitant occupational competence achieved at that point.

* Highlights of the problem solving and experience-based aspects of Tech Prep.

	3.1.4 Conduct "counselor field trips" to area employers of technicians.	3.1.4-6 Counselor feedback using a prepared evaluation form as to the content and impact of each field trip/tour.
	3.1.5 Conduct tours of Tech Prep programs at selected TREES' sites and/or at JJC to spotlight the technical curriculum and concomitant laboratory equipment of the Tech Prep instructional programs.	
	3.1.6 Provide information on HORIZONS and other data sources which provide information on technical occupations and careers.	
3.2 To advise and enroll students who meet the entrance requirements into one of the Tech Prep instructional programs.	3.2.1 Continue the centralized telephone HOTLINE where educators can receive assistance regarding questions and enrollment in Tech Prep.	3.2.1 Enrollment of area students in one of the JJC/TREES Tech Prep instructional programs.

EQUITY/ACCESS STUDENT ATTRACTION PLAN for Tech Prep: Doing with Understanding
TARGET AUDIENCE 4: Prospective students of Tech Prep instructional programs
SCHOOL YEAR: 1992 - 1993

OBJECTIVES (why):	STUDENT ATTRACTION ACTIVITIES (who - what - where - when):	OUTCOMES (feedback and evidence):
4.1 To maintain the positive image in the minds of prospective students regarding the existence and benefits of Tech Prep.	4.1.1 During the school year, visit area public schools and make short presentations to 7th, 8th, 9th and 10th grade pupils regarding the existence and potential benefit of Tech Prep in the high school and community college. 4.1.2 Distribute-disseminate a well designed poster which would hold multiple copies of a Tech Prep promotional flyer with tear-off inquiry form. 4.1.3 Distribute copies of the Tech Prep Newsletter. (See ACTIVITY 3.1.3) 4.1.4 Distribute to 8th grade students, one half of a flyer which can only be understood when combined with the other half which is sent to parents of 8th grade students. (See ACTIVITY 6.1.3)	4.1.1-7 Interest expressed by prospective students through questions, enthusiasm, and requests for follow-up information.

	4.1.5 Conduct tours of Tech Prep programs at selected TREES' sites and/or at JJC to spotlight the technical curriculum and concomitant laboratory equipment of the Tech Prep instructional programs.	
	4.1.6 Disseminate Tech Prep information and games on computer discs which prospective students could access through a personal computer.	
	4.1.7 Provide Tech Prep information on each school's news segment on CHANNEL ONE.	
4.2 To enroll students in one of the JJC/TREES Tech Prep instructional programs.	4.2.1 Foster student enrollment in Tech Prep programs by visiting area elementary, junior high, and/or senior high schools during next-year registration times; and by facilitating enrollment procedures, forms and requirements.	4.2.1 Student enrollment in one of the JJC/TREES Tech Prep instructional programs.

EQUITY/ACCESS STUDENT ATTRACTION PLAN for Tech Prep: Doing with Understanding
TARGET AUDIENCE 5: Prospective Tech Prep students who are non-traditional, minority or special needs
SCHOOL YEAR: 1992 - 1993

OBJECTIVES (why):	STUDENT ATTRACTION ACTIVITIES (who - what - where - when):	OUTCOMES (feedback and evidence):
5.1 To maintain the positive image in the minds of prospective non-traditional gender, minority, and/or special needs students regarding the existence and benefits of Tech Prep.	5.1.1 (Repeat ACTIVITIES 4.1.1 through 4.2.1)	5.1.1 Interest expressed by prospective students through questions, enthusiasm and requests for follow-up information.
5.2 To enroll female students in a Tech Prep program in which over 75% of the workers within that occupation are male; and to enroll male students in a Tech Prep program in which over 75% of the workers within that occupation are female.	5.2.1 Review all Tech Prep promotional materials to ensure that they depict, in word, image and intent, males in traditionally female occupations and females in traditionally male occupations. 5.2.2 Arrange for prospective non-traditional gender students to visit with existing non-traditional gender students or employees to seek information, counsel, and support. Females should be encouraged to appear feminine, and males should be encouraged to appear masculine. 5.2.3 Re-establish mutual-support teams of 2 or more non-traditional gender students.	5.2.1-3 Enrollment by non-traditional gender students.

5.3 To enroll students who are members of a racial, ethnic and/or cultural minority.	5.3.1 Review all Tech Prep promotional materials to ensure that they depict, in word, image and intent, student enrollment by all minorities. 5.3.2 Make presentations to area churches, ethnic centers, minority organizations and others during regular or special meetings. 5.3.3 Focus on the immediate career opportunities available through completing a Tech Prep program. 5.3.4 Focus on the immediate and long-range salary potential of completing a Tech Prep program.	5.3.1-4 Enrollment by minority students in a Tech Prep instructional program.
5.4 To enroll students who have special needs such as gifted, English-as-a-second-language, mental handicaps, physical handicaps or have other learning disabilities in a Tech Prep instructional program.	5.4.1 Provide information as requested regarding the special services available to Tech Prep students with special needs.	5.4.1 Enrollment by special needs students in a Tech Prep instructional program.

EQUITY/ACCESS STUDENT ATTRACTION PLAN for Tech Prep: Doing with Understanding
TARGET AUDIENCE 6: Parents of prospective students
SCHOOL YEAR: 1992 - 1993

OBJECTIVES (why):	STUDENT ATTRACTION ACTIVITIES (who - what - where - when):	OUTCOMES (feedback and evidence):
6.1 To maintain the positive image within the minds of parents of prospective students regarding the benefits of Tech Prep.	6.1.1 Secure continued support from area newspapers to publish human interest stories regarding students who have succeeded in their careers due to technical expertise received from Tech Prep training. 6.1.2 Make presentations to parents' groups such as the PTA regarding the nature, purpose and potential benefits of their children enrolling in a Tech Prep instructional program. 6.1.3 Send to parents of 8th grade students, one half of a specially designed promotional flyers which can be understood only when combined with the other half which is given to each 8th grade student. 6.1.4 Provide teachers and counselors with flyers and other promotional materials which they can give to parents during parent-educator conferences or other one-on-one meetings.	6.1.1-4 Increased telephone and personal inquiries from parents of prospective students regarding enrollment in a Tech Prep program.

6.2 To foster parental encouragement of sons and/or daughters to enroll in a JJC/TREES Tech Prep instructional program and to pursue an associates degree in a technical area.	6.2.1 Continue the centralized telephone HOTLINE to answer questions regarding Tech Prep.	6.2.1.1 Enrollment of 9th grade students in one of the JJC/TREES Tech Prep instructional programs.